



**ASBCS ACADEMIC PERFORMANCE FRAMEWORK:
IMPACT OF CHANGING SMALL SCHOOLS DEFINITION AND
POOLING METHODOLOGY**

Overview



- Identifying Key Differences
 - Definition of Small vs Traditional
 - Pooling Methodology
- Impact of Proposed Changes
 - Where small schools and pooling is used in ASBCS Framework Overall Ratings
 - Impact results on ASBCS Framework Overall Ratings



Defining and Identifying Key Differences Between the Original Approach
and the Proposed Approach

DEFINITIONS AND DIFFERENCES

Key Differences



2012 Method – Used in A-F Letter Grades & ASBCS Framework

Proposed Method – Used in 2013 A-F Letter Grades

What is a small school?

Fewer than 100 students
-FAY & non-FAY
-in all grades (not just tested grades)
-enrolled on the first day of the AIMS elementary spring testing window

Fewer than 30 test records
-in math or reading
-from current year FAY students

How are data pooled for small schools?

Pooled data from students who were FAY in the current year, and pooled data from prior years when the student was enrolled in the same school

Pool data on FAY students from each of the past 3 years

2012 Pooling Method



Not
FAY
2010



Not
FAY
2011



Not
FAY
2012



FAY
2010



FAY
2011



FAY
2012

Proposed Pooling Method (2013 A-F Pooling)



Not
FAY
2010



Not
FAY
2011



Not
FAY
2012



FAY
2010



FAY
2011



FAY
2012

ASBCS Small Schools Model



Where is Data Pooled in ASBCS Small Schools Academic Framework Methodology?

Indicator	ASBCS Small Schools (2012)
1: Growth	Pool 3 years
1.a- SGP of All Students	
1.b- SGP of Bottom 25%	
2: Proficiency	Pool 3 years
2.a- Proficiency	
2.b- Composite School Comparison	
2.c- Subgroup Proficiency	
3: State Accountability	Uses "small school" A-F Letter Grade
4: Post-Secondary Readiness	Not Pooled



Measuring Impact on the Framework

**HOW WOULD THESE CHANGES
AFFECT SCHOOLS' RATINGS?**

Impact Questions



Two Impacts

1. Redefining “Small School”
2. Small Schools stay small, but use different pooling

Impact of Redefining “Small School”



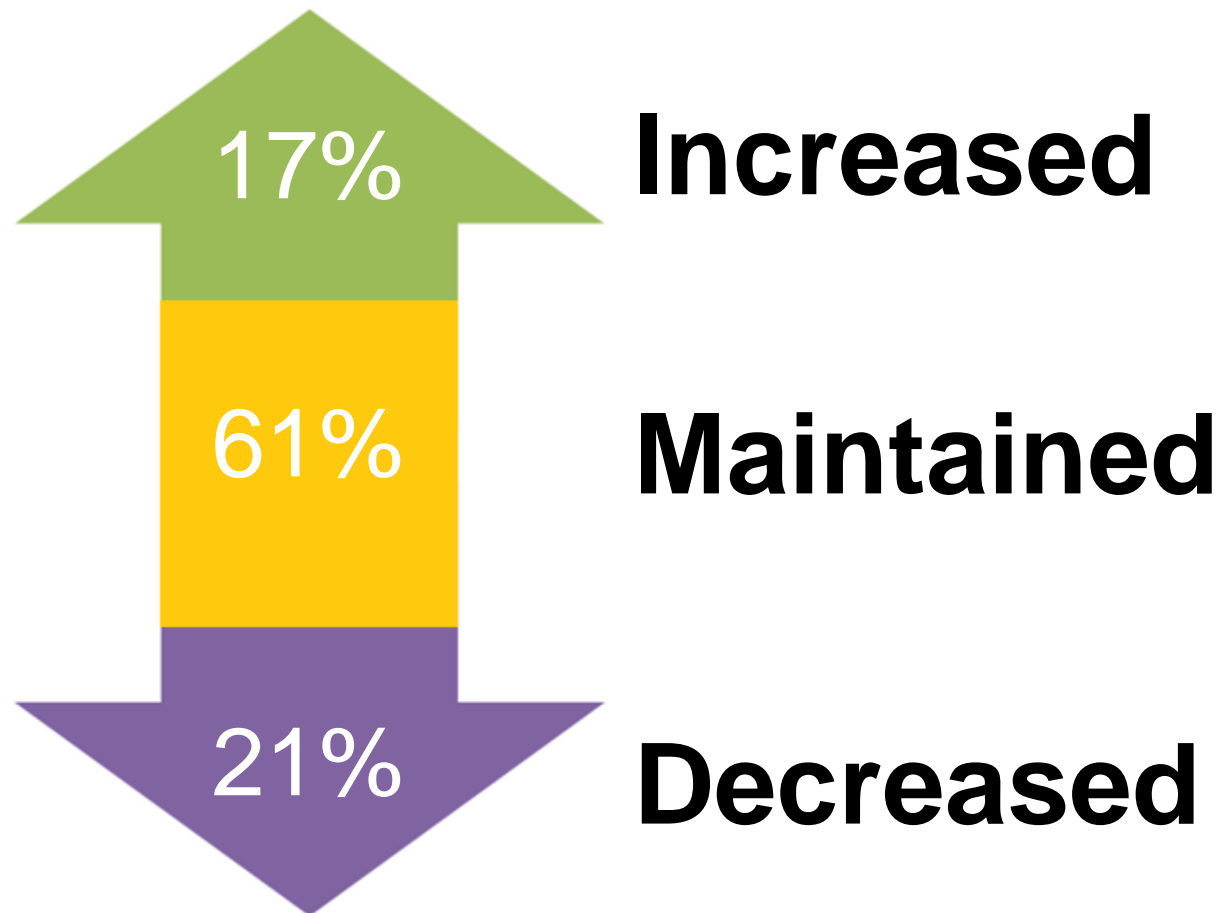
- How many charter schools would change school type, if we changed the definition of a small school?
 - Out of 366 schools*
 - 265 would stay Traditional
 - 27 would stay Small
 - 73 were small and would be Traditional
 - 1 was traditional and would be small

*This total does not include Arizona Online Instruction schools or Alternative schools

Change in Definition of Small School: Impact on Overall Performance Rating



How would changing the *Definition of Small Schools* impact schools' ASBCS Academic Framework **Overall Rating**?



Change in Pooling Method for Small Schools: Impact on Overall Performance Rating

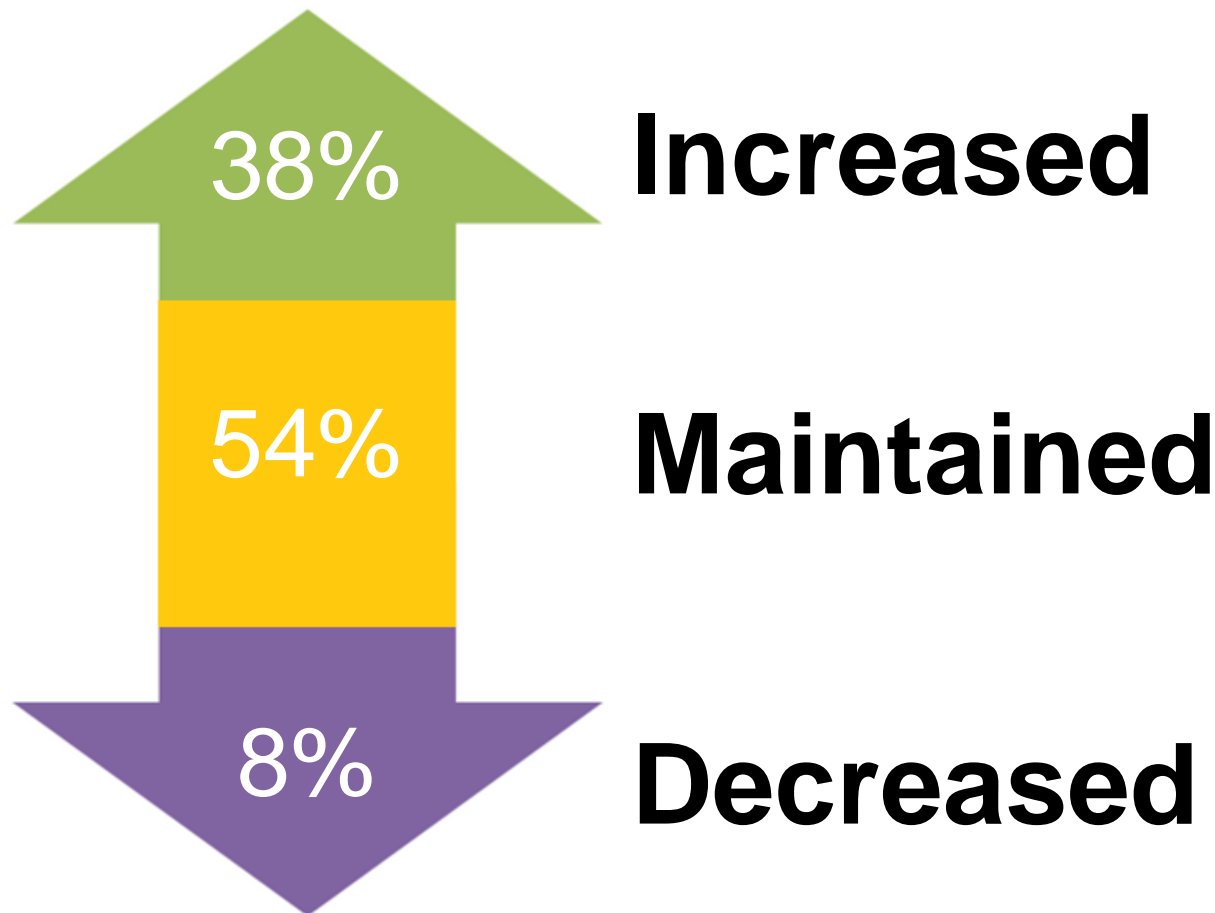


- Approximately 25% of schools had at least one rating affected (e.g. “1.b, Math”)
- Each measure is weighted and summed, so an impact on one measure does not necessarily affect the Overall Rating

Change in Pooling Method for Small Schools: Impact on Overall Performance Rating



How would a change in the *Pooling Method for Small Schools* impact schools' ASBCS Academic Framework **Overall Rating**?



ASBCS Subcommittee Recommendations



- Definition of Small Schools
 - ✓ Adopt the 30 test records definition
 - Maximizes the statistical stability while reducing confusion
 - Would align the data that charter schools receive from A-F and their academic performance framework
- Pooling Method
 - ✓ Adopt the “3 years of FAY students” method
 - Allows schools to know which students will be included from each school year
 - Captures more data, thus more schools in the performance framework
 - Would align the data that charter schools receive from A-F and their academic performance framework



Thank you

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